

# **Metropolitan Police Service restorative justice Rapid Evidence Assessment Methodological guide**

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# Introduction

## This document:

This document is a guide to the Rapid Evidence Assessment (REA) process, detailing the methodological stages undertaken to collect, organise, and analyse the data. It is a companion document to the main Rapid Evidence Assessment document, which provides the findings from the assessment.

## The Rapid Evidence Assessment

The Rapid Evidence Assessment (REA) provides a summary of key academic, practice, and other informed perspectives on the use of restorative justice in police work over two areas:

- (i) Violence against Women and Girls (VAWG)
- (ii) Youth Violence

The aim of the REA is to provide the Metropolitan Police Service with sufficient information to support the development of Restorative Justice policy in each area.

## The Core project Team

The Core Team was responsible for the organisation, oversight, and collation of the data. It comprises:

- Dr Jonathan Hobson – Project lead, Associate Professor of Social Sciences, University of Gloucestershire
- Dr Anamika Twyman-Ghoshal, Senior Lecturer in Criminology, University of Gloucestershire
- Dr Daniel Ash, Senior Lecturer in Criminology, University of Gloucestershire
- Dr Rebecca Banwell-Moore, Research Fellow attached to the project

## The REA Team

The REA assistant team was responsible for the collation and initial assessment of the data. It comprises:

- Ben Fisk, PhD researcher, University of Gloucestershire
- Inger Brit Lowater, PhD researcher, University of Gloucestershire
- Jill Palmer, PhD researcher, University of Huddersfield

## Data storage and access

The data collected as part of this REA and the subsequent analysis documents are stored in a secure OneDrive, hosted by the University of Gloucestershire. Access was provided to those involved in the REA.

## Process summary for the REA:

The REA has four stages. Each of these stages is summarised below, and then considered in more detail under the relevant headings in this document.

### *Searching stage:*

The searching stage establishes the breadth of data in the area. This material is recorded in a central data spreadsheet. The searching stage includes:

- (i) Academic database search: The Core REA team uses a tiered to conduct the initial academic journal search. The results are exported to the data spreadsheet, located in the secure OneDrive folder.
- (ii) Additional material search: The REA team adds other material to the data spreadsheet for each area (VAWG & YV), from:
  - a. Additional online sources (such as government and agency websites)
  - b. Additional reliable sources (such as non-published presentations on the subject)

### *Inclusion and exclusion stage:*

Once data collection is complete, the REA Team applies the defined inclusion/exclusion criteria to the material recorded on the data spreadsheet. The inclusion and exclusion criteria enable a more detailed sifting of the initial data search, identifying those studies that will form part of the final REA.

### *Rapid Review stage:*

On the data spreadsheet the REA team will identify from each paper key issues against each of the review themes. This should be done by reading the abstracts, conclusions, and skim reading where else as necessary. The review themes are:

- (i) Nature of the intervention
  - a. who was it working with?
  - b. what did it do?
  - c. where was it happening?
- (ii) What was found to work well?
- (iii) What problems and potential solutions were identified?

### *Analysis stage:*

The key issues identified from the data forms the basis for the REA key findings, written up by the Core Team.

# Searching stage

The searching stage establishes the breadth of data in the area. The searching stage includes:

- (i) Academic database search: The Core REA team uses a tiered framework (table 1) to conduct the initial academic journal search and exports this to the data spreadsheet, located in the secure OneDrive folder.
- (ii) Additional material search: The REA team adds other material to the data spreadsheet for each area (VAWG & YV), from:
  - a. Additional online sources (such as government and agency websites)
  - b. Additional reliable sources (such as non-published presentations on the subject)

## Academic database search

The academic database search examines literature on the key themes across large academic library catalogues, which store academic material in various forms. Using more than one database allows for breadth of search, but also requires an exercise to remove duplicated results. The databases used in this search were:

- EBSCO
- Web of Science

The databases were searched using Boolean operators to create two lists of searched items, one list for youth violence and another for VAWG. Search terms were determined by the core REA team, and are provided in table 1, below.

Table 1: Academic database tiered search terms	
Tier	Search terms
<b>1: overarching theme</b>	restorative
<b>2A: VAWG specific</b>	“violence against women*girls” OR vawg OR “domestic abuse” OR “domestic violence” OR coercive OR “coercive control” OR “intimate partner” OR “intimate partner violence” OR IPV OR “spousal abuse” OR “honour based violence” OR “honour-based violence” OR “honor based violence” OR “honor-based violence” battered OR “famil* violence” OR “spousal abuse” OR “inter*partner violence” OR “gender-based violence” OR “gender based violence”
<b>2B: Youth specific</b>	(violen* OR “serious violen*” OR “violent crime” OR “violent offend*” OR assault OR “physical assault”) AND “young people” OR “young person” OR “youth offending” OR gang OR child OR youth OR juvenile OR “referral orders” OR “reparation orders” OR “youth offending team*” OR yot OR “youth offending service*” OR yos OR “youth offending panel*” OR “community reparation panel*” OR “family group conferenc*” OR “juvenile justice” OR “juvenile delinquen*” OR “scrutiny panel*”

The team then sifted the data to remove duplications. Table 3, below, shows the results of both these stages:

<b>Table 2: number of search results</b>		
<b>Search area</b>	<b>Youth Violence</b>	<b>Violence against Women and Girls</b>
Overarching theme 'restorative' search	14,182	
Initial theme-specific search	263	216
Items remaining after duplications removed	176	171

## Additional Material search

As well as the academic database search, material was compiled from:

- Additional online sources (such as government and agency websites)
- Additional reliable sources (such as non-published presentations on the subject)

### Additional online sources

The searching process includes data from sources outside of the academic databases. In the context of trustworthy online sources, this includes:

- Commissioned research that hasn't been peer reviewed or published elsewhere (e.g., rapid evidence reviews)
- Internal research
- Policy and process documents (e.g., policing or agency policy)
- Academic publications should be cross referenced with the academic database sheet to ensure they have been identified during the journal database search process

To collect and collate this information, the REA team:

- Searched the agreed range of sources
- Input relevant material to the data spreadsheet, including:
  - completing the relevant categories
  - ensuring a clear indication of the source
  - Adding a URL
- Create a brief description of the research where there was no abstract.

### Additional 'other' reliable sources

The searching process includes data from sources outside of the academic databases. In the context of trustworthy online sources, this includes:

- Consulting with experts
- Expert opinion
- Unpublished work access from elsewhere

To collect and collate this information, the REA team:

- Identified the source material
- Input relevant material to the data spreadsheet, including:
  - completing the relevant categories

- ensuring a clear indication of the source
- Adding a copy of the material to the relevant storage folder in the secure OneDrive
- Create a brief description of the research where there was no abstract.

Table 3 shows the results achieved for the additional online and ‘other’ reliable sources

<b>Table 3: Searching stage additional material online and other results</b>		
<b>Theme</b>	<b>Youth Violence</b>	<b>VAWG</b>
<b>Number of additional items identified</b>	10	27
<b>Sources</b>	Australian Institute of Criminology - restorative O'Connell, T. (Restorative programme designer, Australia) Restorative Justice council (UK) Restorative Thinking (UK) Office of Community Oriented Policing Services (USA) HM inspectorate of prisons Loughborough university Mayor's Office for Policing and Crime (London, UK) - restorative	Australian Institute of Criminology Brathay Trust with contribution from the Cumbria Office of Police and Crime Commissioner California State University The University of Gloucestershire center for victim research repository (USA) Arizona State University Center for Problem-Oriented Policing National Institute of Justice (USA) A report commissioned by HMP Cardiff Funded by The Home Office Crime Reduction Unit for Wales Leuven Institute of Criminology (LINC), University of Leuven (KU Leuven, Belgium). Why me? (UK) United states of America Department of Justice The Police Foundation (UK) European Commission Home Office (UK) Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS) (UK) British Psychological Society Mayor's Office for Police and Crime (London, UK) College of Policing (UK)

# Inclusion and exclusion stage

Once data collection is complete, the REA Team applies the defined inclusion/exclusion criteria to the material recorded on the data spreadsheet. The inclusion and exclusion criteria enable a more detailed sifting of the initial data search, identifying those studies that will form part of the final REA.

## Applying the inclusion and exclusion criteria

The REA team apply the inclusion/exclusion criteria to the final data list in the data spreadsheet. For each item, the REA team:

- Check against sifting criteria in table 3
- Indicate if the paper should be included or excluded
- Indicate why the decision was made
- Add any additional comments as necessary

## Inclusion and exclusion criteria

the Core REA devised the inclusion/exclusion criteria in discussion with the project commissioner(s). They provide a geographic, temporal, and conceptual framework for the material included in the final analysis.

Table 4: inclusion and exclusion criteria		
Area	Inclusion	Exclusion
<b>Location:</b> Geography and Language	Worldwide, English written	Non-English written
<b>Outlet type:</b> Nature of publication	Journal article (peer reviewed) PhD thesis From an approved website Approved by core REA team as 'other' category	Media source (journalism) Master's dissertation Undergraduate work Encyclopedia entries Conference proceedings
<b>Study type:</b> Source of data	Empirical/primary research Academic analysis Policy analysis Policy reflection Programme Evaluation Applied research Exploratory research	Personal Blogs Opinion pieces Review of literature Descriptive, general assessments
<b>Study design:</b> Nature of data	Quantitative data Qualitative data Mixed methods	General reflection pieces
<b>Relevance:</b> Topics and fields of interest	Implementation analysis Outcome analysis Efficacy analysis Police programmes Non-police programmes	General data on effectiveness of Restorative justice / practice Programmes outside of VAWG and YV
<b>Date range:</b> Publication date of material	1990 onwards	1989 and earlier (Circa. the Pollard commission)



Table 5 shows the number of items included and excluded in this REA.

<b>Table 5: number of studies included and excluded</b>			
<b>Area</b>	<b>Total studies before inclusion / exclusion</b>	<b>Number excluded</b>	<b>Number included in final REA</b>
Youth Violence	186	155	31
Violence Against Women and Girls	198	130	68

### **Bias reduction process**

As part of a process to make the REA repeatable and robust, the REA team conduct the first 5 article inclusion/exclusion exercises in communication with each other, to ensure agreement on interpretation of the exclusion/inclusion criteria. Each REA assistant then checks 5% of others included/excluded articles in the data spreadsheet as part of an ongoing moderation process.

The Core Team dip sample the data spreadsheet for oversight of the process and reduce unnecessary bias.

# Rapid Review Stage

The rapid review stage of the process analyses the final items included in the REA. This data then forms the basis for the final analysis stage.

## Final source collection

The REA team will download a copy for each item in the final list of items included in the REA analysis. These are saved in the secure OneDrive shared folder.

The downloaded files are named as

- Author surname (date) Title [note for long titles, include first part only]

## Source analysis

On the data spreadsheet, the REA team identify in brief key issues against each of the review themes. This is done by reading the abstracts and conclusions for each article, and skim reading where else as necessary. The review themes are:

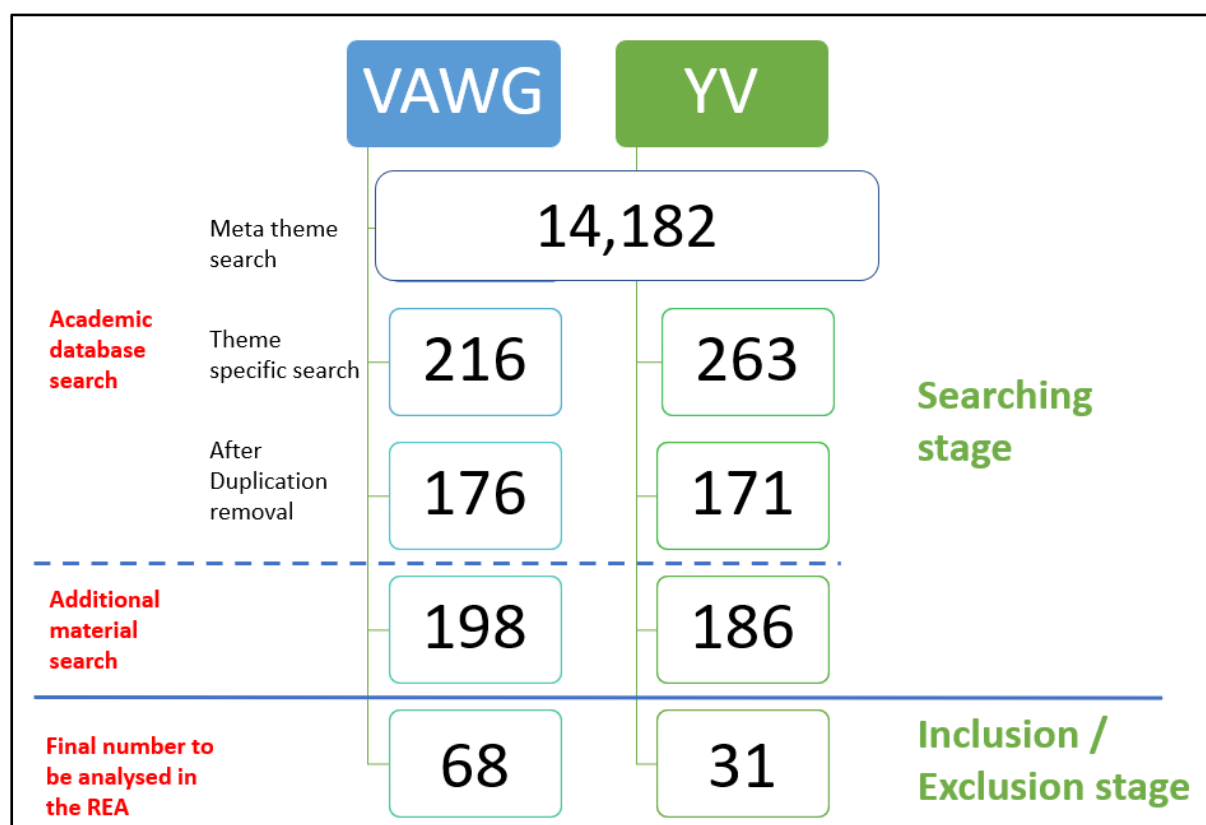
- a. Nature of the intervention
  - i. who was it working with?*
  - ii. what did it do?*
  - iii. where was it happening?*
- b. What was found to work well?
- c. What problems and potential solutions were identified?

# Analysis Stage

The analysis stage takes the rapid review material and synthesises key messages for the final Rapid Evidence Assessment. This is represented in the final Rapid Evidence Review document.

The final data analysed for this is shown in figure 1, below:

**Figure 1: data included in the Rapid Evidence Assessment**



## Structure of the analysis

The analysis applies the themes used in the rapid review stage, organised under both Youth violence and violence Against Women and Girls. In the final report, it summarises these as:

- benefits
- challenges
- delivery considerations

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